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ABSTRACT

To discover how rural teachers in British Columbia felt about the quality of their work life, researchers surveyed all 1,148 teachers in the 242 elementary and secondary British Columbia schools that met the project's definition of "rural." Questionnaires, returned by 528 teachers (46%) were divided into five major areas: work conditions, teaching related matters, teaching matters, student related matters, and occupation related matters. Only 22% of the respondents were moderately or highly satisfied with their appointments. The majority were disenchanted with the quality of their work life. The teachers expressed major dissatisfaction with the public's perception of schools and teachers and with school board policies concerning professional development (sabbatical leave, inservice opportunities, formal study), contractual agreements (board-teacher consultations, retirement benefits), personnel matters (promotion, evaluation, hours for preparation and correction, involvement in district decision-making), and support services (consultation, aides, student diagnostic services). Teachers found satisfaction in those aspects of teaching which nurtured affiliation, professional esteem, and achievement. They were pleased with negotiated benefits, most teaching matters, professional relationships, and opportunities for local decision-making. The results can be used to acquaint graduating students with rural teachers' perceptions of their work and to extend the understanding of high teacher turnover. (SB)

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CHANGING TIMES: RURAL TEACHERS' COMMENT ON THE QUALITY OF THEIR WORK LIFE

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Margaret Haughey

Peter James Murphy

University of Victoria
Victoria, British Columbia

November, 1983

RC014526

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Changing Times: Rural Teachers' Quality of Work Life

> Mabel MacDougall's bitter resentment at having to teach rural school year after year was giving way to mounting enthusiasm as she began to realize the great possibilities in the year ahead. Walking up the garden path to her boarding house, she wondered why it had taken her eight years to begin to see beyond the classroom door; wondered why her training had permitted her to conceive so narrowly the work of the rural teacher. (Staples, 1947, p. 24)

Introduction

For decades, young men and women have ventured forth into the northern and rural school districts of British Columbia, Canada, to teach in small country schools. Most of them have no knowledge of life in a small rural community. Consequently, the cultural shock associated with such an experience was too great for many of them. Within a matter of weeks, a number of these teachers began longing for their family, friends and social life in the urban centres of the south western region of the province. At the end of the school year, many of these young teachers terminated their employment and moved to larger communities. The enthusiasm, vigour and pioneer spirit which these teachers brought with them to their new appointments had substantially waned when they left.

Provincial government statistics indicate that rural teachers are the most mobile group in the teaching profession. Why are these teachers so mobile? Why cannot they adjust to country life? What

characteristics does a successful rural teacher possess? With what aspects of their work life are rural teachers most dissatisfied? These are a few of the questions that are often raised concerning the instability of rural teachers. Furthermore, they have been stated regularly for more than two decades without any objective answers being provided by either government officials, university faculty members, professional associations or senior administrators. Only, in the last four years have rural schools become the focus of empirical research. There is presently a severe shortage of information on rural schools in British Columbia. A similar situation exists in all Canadian provinces.

The few investigations completed in British Columbia have provided some tentative answers to the questions noted earlier. Both principals and teachers in rural schools, who participated in a study undertaken by Cross, Bandy and Gleadow (1980), reported that the major disadvantages of living in a small rural community were isolation from other communities, lack of privacy, involvement in the community, inadequate professional contacts, and unsatisfactory support services. Similar comments were made by teachers who informed Haughey and Murphy (1982) that they did not intend remaining in their present schools for another year. A more in depth analysis of their responses revealed that isolation in broad terms was the principal factor which caused teachers to leave rural schools. Many of the respondents considered themselves to be isolated geographically, socially, recreationally and culturally.

A small group of rural teachers interviewed by Cross, Bandy and Gleadow (1980) stated that successful rural teachers were adaptable, flexible and possessed a sense of humour. The ability to be tactful

and diplomatic with local residents was considered to be important. Bello and Bello (1980) emphasized that teachers must be made to 'feel at home' in a rural community. As they so accurately note, the new teacher is an outsider; consequently, "the social climate of the community may or may not coincide with the teacher's former life style" (p. 30). If a teacher remains in a rural community for an extended period of time he or she will establish new social ties and become involved in community affairs.

Since the early seventies, numerous job satisfaction studies have been conducted in many occupations to discover whether specific groups of individuals are satisfied with their work. These investigations, as Holdaway (1978) notes, are subject to substantive limitations produced by measurement problems, conceptual difficulties and [illegible] definitions of job satisfaction. Studies of this type provide some indication of how people feel about their work. This information is extremely useful for administrators who have supervisory responsibilities. Similarly, such knowledge can be valuable for developing more effective personnel policies.

Over the past ten years, a number of job satisfaction studies have been conducted in Western Canada which have involved teachers and principals. Hewitson (1975) studied the professional satisfaction of beginning teachers and found that satisfaction was associated with involvement in decision-making and adequate supervision. More recently, Rice (1979) investigated principals' job satisfaction and discovered that principals tend to obtain a significant amount of satisfaction from social relationships with people in their school districts. A review

of professional literature disclosed that rural teachers in British Columbia have not been granted an opportunity to comment on how they feel about the quality of their work life. Yet, the responses of rural teachers would be invaluable to beginning teachers who have no experience of life in a small remote community. Similarly, the findings of an investigation would be of interest to provincial officials, to school trustees, administrators, university scholars and the general public.

The Study

The primary purpose of the investigation described in this report was to discover how rural teachers in British Columbia felt about the quality of their work life. At present, as noted previously, information on the professional activities of rural teachers is scarce. Yet, many students who are graduating from provincial universities will be commencing their careers in a rural setting. The information yielded by the study would acquaint them with rural teachers' perceptions of their work. Furthermore, the findings of analysis were expected to extend our understanding of the reasons for the high rates of teacher turnover which have characterized rural schools for over fifty years.

Methodology

Subjects. Before subjects for the investigation could be chosen, a definition of a rural school had to be established. After reviewing the professional literature the following definitions were considered to be the most appropriate for the British Columbia setting:

A rural elementary school--an elementary school in British Columbia which has 5 or less classrooms, and 100 or fewer pupils. It is located at least 30 miles from any community of 15,000 or more people.

A rural secondary school - a British Columbia school with 300 or fewer pupils at the secondary level and located at least 30 miles from any community of 15,000 or more people.

(Cross, Bandy & Gleadow, 1980, pp. 6-7)

A total of 242 schools were found to comply with these definitions. The researchers decided to invite the 1148 teachers in these schools to participate in the study.

Data collection. A survey questionnaire was developed for the study. Recent investigations undertaken by Darnell (1982), Holdaway (1978) and Cross, Bandy and Gleadow (1980) served as the base for the instrument design. The validity of the questionnaire was assessed by university scholars, graduate students, officers of the British Columbia Teachers Federation and representatives of the British Columbia School Trustees Association. A number of items were changed as a consequence of this assessment.

The questionnaire was mailed to all the subjects in March, 1982, together with a stamped, self-addressed envelope. Section A of the instrument asked participants to provide personal background data such as age, years of teaching experience and sex. Part B asked rural teachers to comment on their satisfaction with 59 work items. To assist participants complete this section, the items were classified into five major categories, namely: (1) working conditions; (2) teaching related matters; (3) teaching matters; (4) student related matters; and

(5) occupation related matters. The final section asked the teachers to indicate the extent to which specific items influenced individuals to remain at a rural school and which items influenced them to leave. Space was provided on the questionnaire for general comments.

Of the 1148 rural teachers who received the questionnaire, 528 responded. The 46 percent rate of return was less than expected. An appraisal of the data collection procedures disclosed that the questionnaire, due to a number of factors, had been mailed at a time when the teachers were involved in end of term activities. The time period of one month for returning the questionnaire was too short. Also, a number of rural teachers did not receive the questionnaire until after the return deadline. This occurred because the schools were isolated and consequently did not receive mail on a regular basis.

The subjects' responses to the questionnaire items were summarized, tabulated and prepared for statistical analysis. Missing responses to the 59 work items included in Section B were assigned mean values. Frequency and percentage distributions were obtained for all items. Pearson product-moment correlation coefficients were derived between overall satisfaction and satisfaction with each work item.

Results

Society's perception of teaching was a source of dissatisfaction for many rural teachers. Status of teachers in society, attitude of society towards education and attitudes of parents towards education were perceived, as shown in Table 1, as being less than satisfactory. Similarly, opportunities for useful inservice and for further formal

Table 1

Rural Teachers' Satisfaction with Occupation Related Items

Work Item	Highly Satisfied f.	%	Moderately Satisfied f.	%	Slightly Satisfied f.	%	Slightly Dissatisfied f.	%	Moderately Dissatisfied f.	%	Highly Dissatisfied f.	%	No Response f.	%
Status of teachers in society.	41	8	132	25	144	27	94	18	48	9	35	7	34	6
Attitude of society towards education.	34	6	40	8	127	24	134	25	99	19	52	10	42	8
Attitudes of parents towards education.	22	4	113	21	132	25	106	20	85	16	39	7	31	6
Your sense of achievement in teaching.	78	15	226	43	120	23	48	9	17	3	9	2	30	6
Recognition by others of your work.	50	9	170	32	134	25	84	16	40	8	14	3	36	7
Social relationships in your work.	87	17	201	38	136	26	43	8	17	3	11	2	33	6
Intellectual stimulation in your work.	66	12	168	32	159	30	60	11	19	4	24	5	32	6
Opportunities for useful in-service education.	29	6	133	25	136	26	92	17	56	11	49	9	33	6
Opportunities for further formal study (i.e., in university or college.)	9	2	65	12	116	22	143	27	98	19	58	11	39	7
Your overall level of satisfaction with your job.	15	3	99	19	137	26	127	24	80	15	39	7	31	6

N=528

study were work items which a number of respondents considered needed improving. Aspects of teaching which nurtured affiliation, professional esteem and achievement were perceived by 50 percent of the rural teachers to be moderately or highly satisfactory. Only 22 percent of the participants stated that they were moderately or highly satisfied with their teaching appointments. The majority of rural teachers appear to be disenchanted with the quality of their work life.

The major source of dissatisfaction in terms of working conditions was preparation time available during the official school day. Thirty-two percent of the rural teachers noted that they were highly dissatisfied with this work item (see Table 2). Provisions for sabbatical leave were viewed as being unsatisfactory by 27 percent of the participants. A similar percentage of the rural teachers considered that consultation between board and teachers concerning working conditions should be improved. The majority of teachers were moderately or highly satisfied with such items as salary, methods used to determine salaries, provisions for sick leave, provisions for maternity leave and number of hours teaching per week. In contrast 23 percent were moderately or highly dissatisfied with the number of non-teaching duties required.

Work items designated as 'Teaching Matters' were sources of great satisfaction for the rural teachers (see Table 3). Those items associated with professional autonomy were assessed as being moderately or highly satisfactory by over 70 percent of the respondents. Similarly, many of the rural teachers (over 60 percent) were satisfied with the grades and levels which they taught, the average size of the classes they instructed and how assignments were time-tabled. Some concern

Table 2

Rural Teachers' Satisfaction with Working Conditions

Work Item	Highly Satisfied f.	%	Moderately Satisfied f.	%	Slightly Satisfied f.	%	Slightly Dissatisfied f.	%	Moderately Dissatisfied f.	%	Highly Dissatisfied f.	%	No Response f.	%
The way in which teacher/board collective bargaining is conducted in B.C.	44	8	201	38	97	18	69	13	51	10	35	7	31	6
The way in which consultation between board and teachers concerning working conditions is conducted during the school year.	31	6	129	24	104	20	102	19	83	16	52	10	27	5
Salary you receive.	162	31	223	42	66	12	24	5	16	3	11	2	26	5
The use of level of education in partly determining salaries.	100	19	235	44	90	17	43	8	14	3	22	4	24	5
The use of length of teaching experience in partly determining salaries.	134	25	229	43	83	16	28	5	16	3	14	3	24	5
Retirement benefits provided by the Teachers' Pension Fund.	36	7	150	28	124	24	81	15	51	10	41	8	45	8
Provisions for sabbatical leave.	45	8	114	22	116	22	70	13	63	12	79	15	41	8
Provisions for sick leave.	129	25	196	37	99	19	44	8	18	3	12	2	30	6
Provisions for maternity leave.	93	17	167	32	106	20	61	12	18	3	20	4	63	12
Number of hours you teach per week.	105	20	189	36	84	16	60	11	38	7	25	5	27	5
Number of hours of non-teaching duties assigned to you per week.	57	11	137	26	87	17	95	18	63	12	61	11	28	5
Preparation time available to you during the official school day.	31	6	95	18	69	13	72	14	62	12	172	32	27	5

N = 528

Table 3

Rural Teachers' Satisfaction with Teaching Matters

Work Item	Highly Satisfied f.	%	Moderately Satisfied f.	%	Slightly Satisfied f.	%	Slightly Dissatisfied f.	%	Moderately Dissatisfied f.	%	Highly Dissatisfied f.	%	No Response f.	%
Your freedom to select subject matter for classes you teach.	181	34	215	41	71	11	24	5	11	2	5	1	20	4
Your freedom to select teaching methods	241	46	204	39	34	6	11	2	4	1	6	1	28	5
Your freedom to select teaching materials within the constraint of available funds.	175	33	200	38	70	13	37	7	10	2	13	3	23	4
Timetabling of your teaching assignments.	148	28	214	40	81	15	36	7	16	3	13	3	20	4
Your assignment to teach particular grade levels.	157	30	202	38	77	15	27	5	22	4	10	2	33	6
Your assignment to teach particular subjects.	160	30	203	38	77	15	32	6	17	3	8	2	31	6
Average size of classes you teach	223	42	158	30	63	12	28	5	19	4	16	3	21	4
Amount of preparation/correction required by your teaching assignment.	54	10	134	25	109	21	81	15	60	11	66	13	24	5
Availability of library resources.	66	12	150	28	111	21	83	16	51	10	41	8	26	5
Availability of audio-visual resources.	85	16	159	30	114	22	80	15	37	7	26	5	27	5
Availability of teachers' aides to assist you.	71	13	86	16	98	19	87	16	57	11	93	18	36	7
Physical conditions of your classrooms.	104	20	150	28	90	17	78	15	46	9	32	6	28	5
Availability of substitute teacher services when you wish to be absent for professional activities	119	23	160	30	83	16	54	10	39	7	37	7	36	7
Performance of on-call substitute teachers who teach your class when you are absent.	80	15	172	33	127	24	53	10	33	6	27	5	36	7

N=528

was expressed by a number of participants about the physical conditions of the classrooms, the availability of teachers' aides, the amount of preparation and correction required by their assignments, and the availability of audio-visual and library resources.

Professional relationships with in-school administrators and colleagues were reported to be sources of satisfaction by 70 percent of the rural teachers. Most of the participants were satisfied with opportunities to become involved in decision-making at the school level (see Table 4). In contrast, personnel policies concerned with teacher evaluation and promotion were sources of dissatisfaction for a number of respondents. Twenty-five percent of the rural teachers considered that the physical conditions of staff rooms and opportunities for involvement in decision-making at the district level needed to be improved.

Work items classified as 'Student Related Matters' were viewed as being satisfactory by many teachers. Ninety-five percent of the respondents, as shown in Table 5, stated that they were moderately or highly satisfied with their relationships with students. Availability of diagnostic services was the only work item in this category which caused a number of teachers concern.

The Pearson product-moment correlation coefficients were derived between overall satisfaction and satisfaction with each work item. The highest correlations were 'Sense of achievement in teaching' (0.62), 'Prospect of classroom teaching as a life-time career' (0.51), 'Intellectual stimulation in your work' (0.50), 'Recognition by others of your work' (0.45), and 'Social relationships in your work' (0.42). According to this analysis rural teachers' satisfaction with their work life appears

Table 4

Rural Teachers' Satisfaction with Teaching Related Items

Work Item	Highly Satisfied f.	%	Moderately Satisfied f.	%	Slightly Satisfied f.	%	Slightly Dissatisfied f.	%	Moderately Dissatisfied f.	%	Highly Dissatisfied f.	%	No Response f.	%
Your opportunity for promotion.	58	11	155	29	134	25	50	10	25	5	35	7	70	13
Expectations of administrators for you as a teacher.	83	16	211	40	93	18	38	7	30	6	24	4	49	9
Methods used in promotion of teachers	27	5	147	28	137	26	75	14	36	7	41	8	65	12
The prospect of classroom teaching as your life-time career.	101	19	154	29	94	18	63	12	36	7	41	8	39	7
Your long-term salary prospects in Education.	75	14	205	39	119	23	55	10	18	3	25	5	31	6
Methods used to evaluate teachers.	23	4	145	28	141	27	89	17	55	10	53	10	22	4
The distribution of resources within your school.	75	14	179	34	113	21	70	11	38	7	29	6	24	5
Your relationships with in-school administrators.	193	37	175	33	49	9	26	5	19	4	23	4	43	8
Your job security.	137	26	192	36	80	15	40	8	16	3	36	7	27	5
Your relationships with other teachers.	207	29	213	40	56	11	19	4	12	2	2	0	19	4
Physical conditions of staffrooms and staff offices.	71	14	122	23	90	17	28	15	53	10	81	15	33	6
Availability of useful advice to assist you with problems you encounter in teaching.	58	11	127	24	121	23	97	18	50	9	56	11	19	4
Your involvement in decision-making in your school.	129	24	200	38	93	18	41	8	19	3	30	6	16	3
Your involvement in decision-making in your district.	27	5	91	17	154	29	107	20	65	12	60	12	24	5

N=528

Table 5

Rural Teachers' Satisfaction with Student Related Items

Work Item	Highly Satisfied f.	%	Moderately Satisfied f.	%	Slightly Satisfied f.	%	Slightly Dissatisfied f.	%	Moderately Dissatisfied f.	%	Highly Dissatisfied f.	%	No Response f.	%
Your relationships with students.	211	40	239	45	40	8	12	2	4	1	2	0	20	4
Attitudes of students towards learning.	68	13	175	33	104	20	69	13	44	8	38	7	30	6
General behavior of students in the school.	86	16	182	34	106	20	57	11	41	8	27	5	29	6
Average level of student achievement.	42	8	179	34	135	26	86	16	40	8	24	4	22	4
Ability levels of students taking your classes.	48	9	186	35	135	26	83	16	30	6	22	4	24	4
General behavior of students in your classes.	106	20	234	44	95	18	41	8	16	3	15	3	21	4
Methods used in reporting pupils' attitudes and achievements to parents.	78	15	182	35	132	25	63	12	24	4	24	4	25	5
Availability of diagnostic services.	44	8	123	24	113	21	84	16	57	11	74	14	33	6
Your ability to work with students from differing cultural backgrounds.	86	16	215	41	134	25	47	9	13	2	4	1	29	6

N=528

to be strongly influenced by items which nurture affiliation and self-esteem.

The lowest correlation coefficients were 'Physical conditions of staff rooms' (0.09), 'Availability of library resources' (0.12), 'Ability to work with students from differing cultural backgrounds' (0.12), 'Availability of audio-visual resources' (0.15) and 'Provision for sabbatical leave' (0.16). Most of these items are concerned with conditions in the work environment. These findings suggest that rural teachers' job satisfaction is influenced more by the intrinsic rewards of the profession than the extrinsic rewards of the settings where they work.

Conclusions

Analysis has revealed that many teachers are dissatisfied overall with the quality of their work life, and many others expressed only slight satisfaction. Yet when individual work items are examined the number of teachers indicating either moderate or high satisfaction falls below 40 percent for only 18 of the 59 items. Of these items, three relate to the public's perception of schools and teachers. The remaining fourteen relate directly to school board policies concerning professional development (sabbatical leave, inservice opportunities and formal study), contractual agreements (board-teacher consultations, retirement benefits), personnel matters (promotion, evaluation, hours of preparation, non-teaching, and correction time, and involvement in district decision-making), and support services both to the teacher (consultation and teacher aides), and to students (diagnostic services).

This situation should be of great concern to school trustees, parents and senior administrators in the rural school districts of British Columbia. If teachers are disenchanted with their work, such an attitude is bound to have a detrimental effect on the quality of education offered children in rural communities.

Research studies conducted by Bello and Bello (1980) and Cross, Bandy and Gleadow (1980) have revealed that it is extremely important a new teacher be made to 'feel at home' in a rural community. Many new teachers have difficulty adjusting to the geographic isolation, lack of privacy and limited professional contacts which characterize teaching in a remote settlement. If these teachers perceive that a community does not value either their services or the educational opportunities provided by schools, they will find it extremely difficult to adjust to their new social environment.

Due to the economic climate and 'tight' job market rural teachers are less mobile. However, as the investigation described in this report indicates, this does not mean that these teachers are contented with the quality of their work life. Now these teachers are no longer able to transfer to new positions, many of them will begin experiencing severe anxiety and stress which could generate a variety of health problems.

Rural teachers in British Columbia are not dissatisfied with all aspects of their work. Items associated with professional autonomy, interpersonal relations, self-esteem and negotiated benefits are perceived as being satisfactory. Alternatively, work items which appear to generate dissatisfaction include preparation time, involvement in decision-making at the school district level,

opportunities for professional development, support services, methods used to evaluate teachers, and the physical conditions of schools.

Even in the present economic climate, a number of items identified as sources of dissatisfaction by the rural teachers can be improved. Personnel policies can be modified so promotion and evaluation practices are more acceptable to teachers. Similarly, teachers can be invited to become involved in decision-making at the school district level. Both actions will enable rural teachers to become more involved in shaping the future of the school system.

The changing times are impinging on many aspects of life in British Columbia. High levels of unemployment exist in a number of communities, social relationships have become fragile, the price of consumer goods is continually rising and fewer dollars are available for social services. Many of the concerns expressed by rural teachers, as previously noted, do not require public funds to neutralize them. The quality of work life of rural teachers in British Columbia could be substantially improved if the teachers were given adequate recognition for a difficult job well done.

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Appendix A

Letter of Invitation

UNIVERSITY OF VICTORIA
P.O. BOX 1700, VICTORIA, BRITISH COLUMBIA, CANADA V8W 2Y2
TELEPHONE (604) 721-7211, TELEX 049-7222

Faculty of Education

The Joint Board of Teacher Education has provided funds for the University of Victoria to continue the seminal research on Rural Schools undertaken in 1979 by Cross, Bandy and Gleadow. Research on Rural Schools in Western Canada is very limited. This study seeks to obtain information on the factors which contribute most to teacher job satisfaction and the reasons for teachers' decisions to remain or to leave rural school teaching. This information should be useful to teachers, and administrators as well as to teacher educators.

Enclosed is a copy of the questionnaire which will be distributed. It is in two parts. The first section lists individual factors which previous research has identified as potential components for teacher job satisfaction or dissatisfaction. Section two considers possible causes of teacher retention or resignation from rural schools. The questionnaire has been discussed with representatives of the B.C.T.F. and B.C.S.T.A. who examined the pilot version and provided input into the design of the instrument.

The small rural schools in your district provided data for the Cross, Bandy, Gleadow study and we would like to invite these schools to continue their participation. We will be sending questionnaires and an accompanying letter to the principals of those schools identified on the accompanying sheet. Should you have any questions or concerns about the study, please call us. We hope your district will continue to support the Rural Studies Project.

Yours sincerely,

Margaret Haughey

Margaret Haughey, Ph.D. (721-8069)

Peter Murphy, Ph.D. (721-7825)
Study Directors

MH/PM:bd
Enclosures

Rural Studies Project

Definition

1. A rural elementary school - an elementary school in B.C. which has 5 or less classrooms and 100 or fewer pupils. It is located at least 30 miles from any community of 15,000 or more people.

2. A rural secondary school - a B.C. school with 300 or fewer pupils at the secondary level and located at least 30 miles from any community of 15,000 or more people.

School District

According to our records, the small rural schools in your District are listed below. If any other schools fall within the definition, please add them to the list.

SCHOOL	PRINCIPAL	Number of Teachers	Number of Pupils

Please return THIS FORM in the enclosed envelope.

Appendix B

Survey Questionnaire

RURAL STUDIES QUESTIONNAIRE

Dear Colleague,

In British Columbia, a high proportion of teachers work in small rural schools yet very little is known about rural teachers' professional concerns and unique teaching circumstances. In an attempt to gather pertinent information in this important area, we ask you to participate in our study.

The study, which has been funded by the Joint Board of Teacher Education, examines the extent of rural teachers' satisfaction with teaching, the concerns which contribute most to their satisfaction or dissatisfaction and the importance of various factors in their decision to continue their career in a rural setting.

The attached questionnaire has been sent to all teachers in small rural schools to obtain their opinions on these matters and we encourage you to add any other information which would help us better describe the rural school setting. All responses are considered confidential and no teacher or school will be identified in the report.

Please seal your completed questionnaire in the accompanying envelope and mail directly to us or return to your local contact person for bulk mailing.

Thank you for your cooperation.

Yours sincerely,

Margaret Haughey

Margaret Haughey, Ph.D. (721-8069)

Peter James Murphy

Peter J. Murphy, Ph.D. (721-7825)

Study Directors

MH/PM:bd

BEST COPY AVAILABL

SECTION A: PERSONAL DATA

Please fill in as appropriate.

c.c.

1. Please circle all the grades you presently teach. 1 - 4

K 1 2 3 4 5 6 7 8 9 10 11 12

2. Check those subjects you teach. 5 - 25

01 Kindergarten ____	08 Art ____	15 Home Economics ____
02 Elementary Education ____	09 Music ____	16 Industrial Arts ____
03 Remedial Reading ____	10 Drama ____	17 Counselling ____
04 Special Education ____	11 Library ____	18 Business Education ____
05 English ____	12 Second Language ____	19 Vocational Education ____
06 Science ____	13 Social Studies ____	20 Outdoor Education ____
07 Math ____	14 Physical Education ____	21 Other _____

3. Is your major teaching assignment consistent with your training and/or experience? 26

1. Yes ____ 2. No ____

4. What is your sex? 27

1. Female ____ 2. Male ____

5. What was your age on January 1, 1982? 28

1. 20-24 ____	4. 35-39 ____	7. 50-54 ____
2. 25-29 ____	5. 40-44 ____	8. 55-59 ____
3. 30-34 ____	6. 45-49 ____	9. 60 and over ____

6. How many years of experience do you have as an educator? Count present year as full year.

(a) Total ____ years 29 - 30

(b) In your present school ____ years 31 - 32

(c) In your present district ____ years 33 - 34

7. Please indicate TQS category for salary purposes. 35

2. ____(EB) 3. ____(EA) 4. ____(PC) 5. ____(PB)

6. ____(PB) 7. ____(PA) 8. Other _____

8. (a) Does your partner/spouse work full-time? 1. No ____ 2. Yes ____ 36

3. Not Applicable ____

(b) If "Yes", is your partner/spouse also employed as an educator?

1. No ____ 2. Yes ____ 37

SECTION B: PROFESSIONAL EXPERIENCE

To what extent are you satisfied with each of the following?	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	c.c.
WORKING CONDITIONS							
1. The way in which teacher/board collective bargaining is conducted in British Columbia.	6	5	4	3	2	1	38
2. The way in which consultation between board and teachers concerning working conditions is conducted during the school year.	6	5	4	3	2	1	39
3. Salary you receive.	6	5	4	3	2	1	40
4. The use of level of education in partly determining salaries.	6	5	4	3	2	1	41
5. The use of length of teaching experience in partly determining salaries.	6	5	4	3	2	1	42
6. Retirement benefits provided by the Teachers' Pension Fund.	6	5	4	3	2	1	43
7. Provisions for sabbatical leave.	6	5	4	3	2	1	44
8. Provisions for sick leave.	6	5	4	3	2	1	45
9. Provisions for maternity leave.	6	5	4	3	2	1	46
10. Number of hours you teach per week.	6	5	4	3	2	1	47
11. Number of hours of non-teaching duties assigned to you per week.	6	5	4	3	2	1	48
12. Preparation time available to you during the official school day.	6	5	4	3	2	1	49
TEACHING-RELATED MATTERS							
13. Your opportunity for promotion.	6	5	4	3	2	1	51
14. Expectations of administrators for you as a teacher.	6	5	4	3	2	1	52
15. Methods used in promotion of teachers.	6	5	4	3	2	1	53
16. The prospect of classroom teaching as your life-time career.	6	5	4	3	2	1	54
17. Your long-term salary prospects in education.	6	5	4	3	2	1	55
18. Methods used to evaluate teachers.	6	5	4	3	2	1	56
19. The distribution of resources within your school.	6	5	4	3	2	1	57
20. Your relationships with in-school administrators.	6	5	4	3	2	1	58
21. Your job security.	6	5	4	3	2	1	59
22. Your relationships with other teachers.	6	5	4	3	2	1	60
23. Physical conditions of staffrooms and staff offices.	6	5	4	3	2	1	61
24. Availability of useful advice to assist you with problems you encounter in teaching.	6	5	4	3	2	1	62
25. Your involvement in decision-making in your school.	6	5	4	3	2	1	63
26. Your involvement in decision-making in your district.	6	5	4	3	2	1	64

SECTION C: PROFESSIONAL EXPERIENCE CONTINUED

To what extent are you satisfied with each of the following?	Highly Satisfied	Moderately Satisfied	Slightly Satisfied	Slightly Dissatisfied	Moderately Dissatisfied	Highly Dissatisfied	c.c.
TEACHING MATTERS							
27. Your freedom to select subject matter for classes you teach.	6	5	4	3	2	1	65
28. Your freedom to select teaching methods.	6	5	4	3	2	1	66
29. Your freedom to select teaching materials within the constraint of available funds.	6	5	4	3	2	1	67
30. Timetabling of your teaching assignments.	6	5	4	3	2	1	68
31. Your assignment to teach particular grade levels.	6	5	4	3	2	1	69
32. Your assignment to teach particular subjects.	6	5	4	3	2	1	70
33. Average size of classes you teach.	6	5	4	3	2	1	71
34. Amount of preparation/correction required by your teaching assignment.	6	5	4	3	2	1	72
35. Availability of library resources.	6	5	4	3	2	1	73
36. Availability of audio-visual resources.	6	5	4	3	2	1	74
37. Availability of teachers' aides to assist you.	6	5	4	3	2	1	75
38. Physical conditions of your classrooms.	6	5	4	3	2	1	76
39. Availability of substitute teacher services when you wish to be absent for professional activities.	6	5	4	3	2	1	77
40. Performance of on-call substitute teachers who teach your class when you are absent.	6	5	4	3	2	1	78
STUDENT-RELATED MATTERS							
41. Your relationships with students.	6	5	4	3	2	1	79
42. Attitudes of students towards learning.	6	5	4	3	2	1	80
43. General behavior of students in the school.	6	5	4	3	2	1	81
44. Average level of student achievement.	6	5	4	3	2	1	82
45. Ability levels of students taking your classes.	6	5	4	3	2	1	83
46. General behavior of students in your classes.	6	5	4	3	2	1	84
47. Methods used in reporting pupils' attitudes and achievements to parents.	6	5	4	3	2	1	85
48. Availability of diagnostic services.	6	5	4	3	2	1	86
49. Your ability to work with students from differing cultural backgrounds.	6	5	4	3	2	1	87

SECTION D: PROFESSIONAL EXPERIENCE CONTINUED

To what extent are you satisfied with each of the following?

	Highly Satisfi	Moderately Satisfi	Slightly Satisfi	Slightly Dissatisfi	Moderately Dissatisfi	Highly Dissatisfi	c.c.
OCCUPATION-RELATED MATTERS							
50. Status of teachers in society.	6	5	4	3	2	1	88
51. Attitude of society towards education.	6	5	4	3	2	1	89
52. Attitudes of parents towards education.	6	5	4	3	2	1	90
53. Your sense of achievement in teaching.	6	5	4	3	2	1	91
54. Recognition by others of your work.	6	5	4	3	2	1	92
55. Social relationships in your work.	6	5	4	3	2	1	93
56. Intellectual stimulation in your work.	6	5	4	3	2	1	94
57. Opportunities for useful in-service education.	6	5	4	3	2	1	95
58. Opportunities for further formal study (i.e., in university or college.)	6	5	4	3	2	1	96
59. Your overall level of satisfaction with your job.	6	5	4	3	2	1	97

60. (a) Which 2 factors contribute most to your overall satisfaction with teaching as an occupation? 1 - 2

1. _____

_____

_____

2. _____ 3 - 4

_____

_____

(b) Which 2 factors contribute most to your overall dissatisfaction with teaching as an occupation?

1. _____ 5 - 6

_____

_____

2. _____ 7 - 8

_____

_____

SECTION E: COMMUNITY EXPERIENCE

PLEASE NOTE: COMPLETE EITHER 62 & 63 OR 64 & 65.

c.c.

61. Do you plan to teach in this school next year? (1982-83) Yes ____ No ____ 9

** IF NO, go to Question 64.

62. IF YES, how much longer do you expect to remain at the school? 10

_____ Until June 1983
_____ Beyond June 1983
_____ Undecided

63. For each item please indicate the way in which it influenced your decision to remain at the school.

Select from: 3 - very important influence to stay
2 - moderately important influence to stay
1 - not applicable

_____ (a) Salary 11
_____ (b) Housing 12
_____ (c) Geographic location of community 13
_____ (d) Weather 14
_____ (e) Community feeling 15
_____ (f) Employment opportunities for spouse/adult children 16
_____ (g) Educational opportunities for own children 17
_____ (h) Availability of medical/dental facilities 18
_____ (i) School district support 19
_____ (j) Professional contacts 20
_____ (k) Class size 21
_____ (l) Student attitude 22
_____ (m) Principal support 23
_____ (n) Teaching philosophy of staff 24
_____ (o) Sufficiency of supplies/materials 25
_____ (p) Appropriateness of supplies/materials 26
_____ (q) Diversity of student ability range 27
_____ (r) Recreational facilities 28
_____ (s) Musical, cultural, artistic facilities 29
_____ (t) Close to relatives, family 30
_____ (u) Other _____ 31

Now go to Question 66.

SECTION F: COMMUNITY EXPERIENCE

c.c.

** 64. IF NO where do you plan to continue teaching? 32

_____ Another rural school?

_____ A ~~town/urban~~ school?

_____ Do not plan to teach.

65. For each item please indicate the way in which it influenced your decision to leave the school.

Select from: 3 - very important influence to leave
2 - moderately important influence to leave
1 - not applicable

_____ (a) Insufficient salary 33

_____ (b) Inadequate/costly housing 34

_____ (c) Isolation of community 35

_____ (d) Weather 36

_____ (e) Lack of personal privacy 37

_____ (f) Insufficient employment opportunities for spouse, adult children 38

_____ (g) Insufficient educational opportunities for own children 39

_____ (h) Poor medical/dental facilities 40

_____ (i) Poor community support 41

_____ (j) Poor school district support 42

_____ (k) Lack of professional contacts 43

_____ (l) Teaching multi-grade classes 44

_____ (m) Too large classes 45

_____ (n) Student alienation 46

_____ (o) Lack of principal support 47

_____ (p) Differences in teaching philosophy 48

_____ (q) Insufficient supplies/materials 49

_____ (r) Inadequate supplies/materials 50

_____ (s) Too diverse student ability range 51

_____ (t) Noon and after school supervision 52

_____ (u) Lack of musical, cultural, artistic activities 53

_____ (v) Poor recreational opportunities 54

_____ (w) Inadequate shopping facilities 55

_____ (x) Cost of travel to lower mainland 56

_____ (y) Isolation from friends and family 57

_____ (z) Other _____ 58

c.c.
59

66. Any further comments:

THANK YOU FOR YOUR COOPERATION!!

I would be willing to be interviewed by telephone on this topic.

Yes _____ No _____ Home phone no. _____

All conversations are considered confidential!

Please SEAL and FOLD your completed questionnaire and put it in accompanying envelope and mail directly to us or return to your local contact person for bulk mailing.